DOCUMENT RESUME

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IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves more than 1200 students in first through third grade. The program, begun in 1968, follows the Responsive Educational Program model sponsored by the Far West Laboratory for Educational Research and Development. The program includes learning activities that are self-rewarding and an environment structured to be responsive to the individual child's needs, culture, and interests. The classroom contains learning centers and a variety of games and activities, and the child is free to explore within this environment. Since the program stresses individual diagnosis, each child's needs are determined by a team that may include parents, the teacher, the principal, and a psychologist. Individual profiles, developmental tasks, and criterion-referenced tests are used for diagnosis and achievement assessment. The Parent-Child Learning Center, a book and game library, enables parents to help their children at home. The goals of the program are for each child to develop his or her intellectual abilities and a positive self-image. (TO/AIK)

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Academic Progress in the Primary Grades
Goldsboro City Schools
North Carolina
May 1975

New strategies have been used in the primary grades of the Goldsboro City Schools during the 1974-75 school year to achieve better diagnosis of student needs in reading and to provide greater accountability in reading instruction. The process used is not new, but some of the instruments are. Beginning by making an individual student needs assessment-- planning to meet observed needs-- implementing plans with appropriate resources and activities-- reassessing at intervals to measure the degree of success achieved-- and recycling to meet needs or to proceed to a higher level has been the procedure used.

Working within the philosophy of the Follow Through Responsive Program model sponsored by the Far West Laboratory for Educational Research and Development, the Goldsboro City Schools has provided individualized instruction for each child. The program has included learning activities that are self-rewarding and an environment structured to be responsive to the individual child's needs, culture, and interests. Rewards are considered to be intrinsic in a learning activity so that the child becomes self-directed instead of depending on the teacher for rewards or feedback. The classroom contains learning centers and a variety of games and activities and the child is free to explore within his environment. Each child may work at his own pace in the program's learning sequences, and a number of approaches for teaching reading are available. The staff attempts to determine the approach which works best for each individual child. Since the program stresses individual diagnosis, each child's reading needs are determined by a team that may include parents, the principal, the counselor, and the psychologist in addition to the classroom teacher and the teacher assistant. Individual profiles, developmental tasks, and criterion-referenced tests are used for diagnosis and achievement assessment. The Parent-Child Learning Center enables parents to help their children at home. The goals of the program are for each child to develop a positive self-image and to develop his intellectual abilities. According to test data, the program is working.

Another important new program in the Goldsboro City Schools is that of the public kindergarten. Growing to six classes this year from the three of last year, the program will probably be expanded to eight for next year and the classes will become a part of the Follow Through Program. It is predicted that when this program is enlarged to include all children there will be a significant improvement in the academic achievement of the pupils. Children in the kindergarten classes were given the Tests of Basic Experiences in Language and Mathematics in April. In comparison with national norms, the language achievement level was at the 71st percentile and the math at the 60th. The results of this test are included in this report.

CS 001 935

Two years ago, a major emphasis was given to the mathematics program in grades 1-3. Test scores for math in the third grade this year are vastly improved as a result of this work.

Reading instruction has been the prime target for the current year. All teachers and teacher assistants in grades 1-3 have participated in a state approved in-service workshop designed to improve the effectiveness of reading instruction.

Work with first graders began in the spring of 1974 when each preschooler was given a simple screening test which was developed by Goldsboro teachers. This test gave the principal and teacher some indication of the child's readiness for school tasks even before school opened.

At the end of the first month of school, all first graders took the Metropolitan Readiness Test. Results of this test are included with this report. They show that more accurate results have been secured during the past two years than were found three years ago when the test was given during the first two weeks of school.

A new program of assessment and instruction in learning tasks has been used for the first time this year with first graders and a few second graders who demonstrated learning problems. The Inventory of Learning Tasks (IDT) was used to assess pupils and provide instruction in the developmental areas of motor coordination, visual motor performance, visual perception, visual memory, auditory perception, auditory memory, language development, and conceptual development. The IDT assessment was followed by further diagnostic work by the psychologist when requested.

Used, also, for the first time this year was a reading criterion reference test for pupils in grades two and three. This test was given in September, January, and April. First graders, too, were tested in April with this test. In this criterion reference test, the primary reading skills are broken down into forty tasks, each measured by a test and recorded on an individual profile. This test was given at the beginning of the year to find out what reading skills each child did and did not know. The test was repeated at mid-year to see what still needed to be taught, and again at the end of the year to find out the amount of growth. A compilation of the results of this test is included in this report. It indicates outstanding accomplishment in the area of word attack skills.

A need was felt to extend the criterion reference test to include the measurement of comprehension skills. These skills have received much study this year, been defined as tasks, and placed on levels on a profile similar to the one used this year for word study skills. Plans have been made to continue next year the development of this test by writing tests to measure the tasks and beginning the use of the comprehension skills profile.

A second kind of necessary assessment is that of a test with standardized norms which compares student achievement with other students across the nation. The 1970 Metropolitan Achievement Test was given to grades 1-3 in April. Results of this test show that the average achievement for children in the primary grades of the Goldsboro City Schools is much closer to the national norm than had been realized. See charts below.

Average scores obtained in the Goldsboro Schools are as follows:

Norm: 1.7	GRADE ONE			Number Tested: 395
Word Knowledge	Word Analysis	Reading Comprehension	Total Reading	Total Math
1.6	1.6	1.7	1.7	1.5

Norm: 2.7	GRADE TWO						Number Tested: 388	
Word Knowledge	Word Analysis	Reading Comprehension	Total Reading	Spelling	Math Computation	Math Concepts	Math Problem Solving	Total Math
2.5	2.4	2.6	2.5	2.6	2.7	2.5	2.6	2.5

Norm: 3.7	GRADE THREE						Number Tested: 415	
Word Knowledge	Reading Comprehension	Total Reading	Language	Spelling	Math Computation	Math Concepts	Math Problem Solving	Total Math
3.0	2.9	2.9	3.4	3.3	3.6	3.2	3.3	3.3

Present achievement in spelling, language, and math is outstanding for a group of children which has such a large number of educationally and economically disadvantaged children.

The greatest need shown is in reading. The positive results obtained from the criterion reference test seem to point the way for future progress. The full effects of this program will not be seen for another year or two. The expansion of the criterion reference test to include comprehension should prove helpful, also.

Average scores are important, but it is also important to know what is happening to the various levels of pupils.

A graph included in this report shows the quartile scores and the top and bottom ten per cent of each grade in the subjects of reading and math.

All levels of students have shown progress. A disproportionate number, however, scored below the twenty-fifth percentile. Continued use of the IDT for pre-reading skills and the introduction of reading skills when the child is ready should reduce this number.

A second graph in this report shows the longitudinal average scores for each grade compared with their previous year's scores. First graders have no pre-test score; second graders have two scores; and third graders, three. This graph shows how far each of the three grades has progressed in reading and math since they entered school.

The final chart in the report gives the complete Metropolitan Achievement Test data from which the observations contained in this report were made.

Evidence is plentiful that academic achievement is getting better. These accomplishments show what can be done and offer challenge for greater success.

Recommendations:

1. That pre-school screening results now on hand be used this summer in organizing balanced classes of first graders and that this test be used again in the spring of 1976 with pre-schoolers.

2. That the Metropolitan Readiness Test be given first graders at the end of the first month.

3. That the Inventory of Developmental Tasks be used with first graders who demonstrate learning difficulties, with additional tests being given by the psychologist when indicated.

4. That first graders who used the IDT this year be re-evaluated with it at the beginning of next school year.

5. That the criterion reference test of primary reading skills be given in September, January, and April to all second and third graders and to all first graders who score above the 25th percentile on the Metropolitan Readiness Test.

6. That the criterion reference reading tasks be integrated into the total reading program with the tests being used for assessment only and not used in isolation as drill.

7. That tests and teaching strategies be prepared for the reading comprehension skills and that use of these begin as rapidly as they become available.

Ethel Twiford
June 4, 1975

Tests of Basic Experiences (TOBE)
Goldsboro City Schools
Kindergarter, Spring 1975

GROUP	LANGUAGE			MATHEMATICS			Number Tested
	Av. R.S.	%-tile	Range	Av. R.S.	%-tile	Range	
A	23.1	81	12-28	21.9	70	15-27	23
B	21.5	70	8-25	20.6	59	17-28	22
C	23.1	81	18-27	21.2	66	15-28	23
D	22.3	77	15-28	22.4	75	15-26	22
E	21.2	68	11-28	19.8	52	12-25	23
F	18.1	45	10-26	18.1	45	8-26	22
Goldsboro City ('75)	21.6	71	8-28	20.7	60	8-28	135
Goldsboro City ('74)	23.6	85	11-28	21.5	68	12-28	65
N. C. ('74)	23.7	85	—	21.9	71	—	—

Goldsboro City Schools
Metropolitan Readiness Test
Grade 1
1974

Letter	Ratings
A	58
B	76
C	135
D	98
E	22
Total	389

Stanine	Ratings
High (7,8,9)	96
Average (4,5,6)	189
Low (1,2,3)	104

Comparison with Two Previous Years

Levels	Theoretical Percentages	1972		1973		1974	
		Number	Percentages	Number	Percentages	Number	Percentages
High	23%	55	13%	78	20%	96	25%
Average	54%	156	37%	191	49%	189	49%
Low	23%	210	50%	123	31%	104	26%
Totals	100%	421	100%	392	100%	389	100%

Comparison by Stanines

Stanines	1973	1974
9	29	33
8	20	27
7	29	36
6	47	59
5	79	73
4	65	57
3	71	63
2	33	28
1	19	13
Total	392	389

Goldsboro City Schools

GRADE SUMMARY FOR CRITERION REFERENCE TEST
PRIMARY READING
May 1975

Grade One

Achievement Level of Mastery	Pre-Test	Fifth Month	Ninth Month
No Tasks Completed			53
First Grade, Fifth Month (1.5)			232
First Grade, Ninth Month (1.9)			66
Second Grade, Fifth Month (2.5)			35
Second Grade, Ninth Month (2.9)			4
Third Grade, Fifth Month (3.5)			9
Third Grade, Ninth Month (3.9)			2
Present Membership			401

Grade Two

Achievement Level of Mastery	Pre-Test	Fifth Month	Ninth Month
No Tasks Completed	59	13	6
First Grade, Fifth Month (1.5)	242	180	85
First Grade, Ninth Month (1.9)	56	75	78
Second Grade, Fifth Month (2.5)	35	65	79
Second Grade, Ninth Month (2.9)	2	41	46
Third Grade, Fifth Month (3.5)		15	29
Third Grade, Ninth Month (3.9)		5	65
Present Membership	394	394	388

Pretest - 37 pupils scored 2.5 or above (357 below)
Fifth Month - 126 pupils scored 2.5 or above (268 below)
Ninth Month - 219 pupils scored 2.5 or above (169 below)

Grade Three

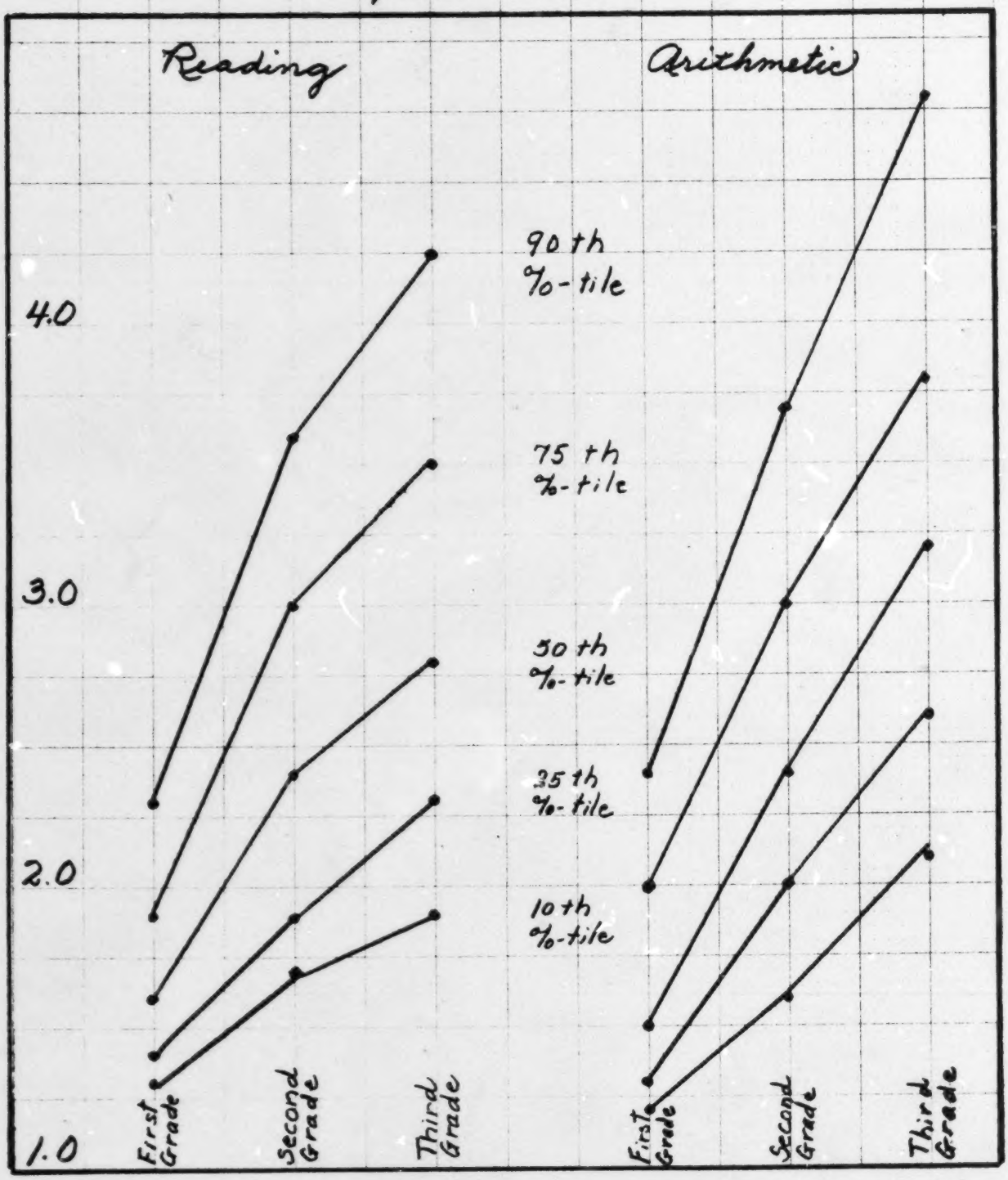
Achievement Level of Mastery	Pre-Test	Fifth Month	Ninth Month
No Tasks Completed	41	7	4
First Grade, Fifth Month (1.5)	186	94	55
First Grade, Ninth Month (1.9)	86	74	47
Second Grade, Fifth Month (2.5)	69	80	65
Second Grade, Ninth Month (2.9)	30	57	58
Third Grade, Fifth Month (3.5)	5	62	56
Third Grade, Ninth Month (3.9)	5	39	131
Present Membership	422	413	416

Pretest - 40 pupils scored 2.9 or above (382 below)
Fifth Month - 158 pupils scored 2.9 or above (255 below)
Ninth Month - 245 pupils scored 2.9 or above (171 below)

Children Grow at Different Rates

Metropolitan Achievement Test Results

April 1975

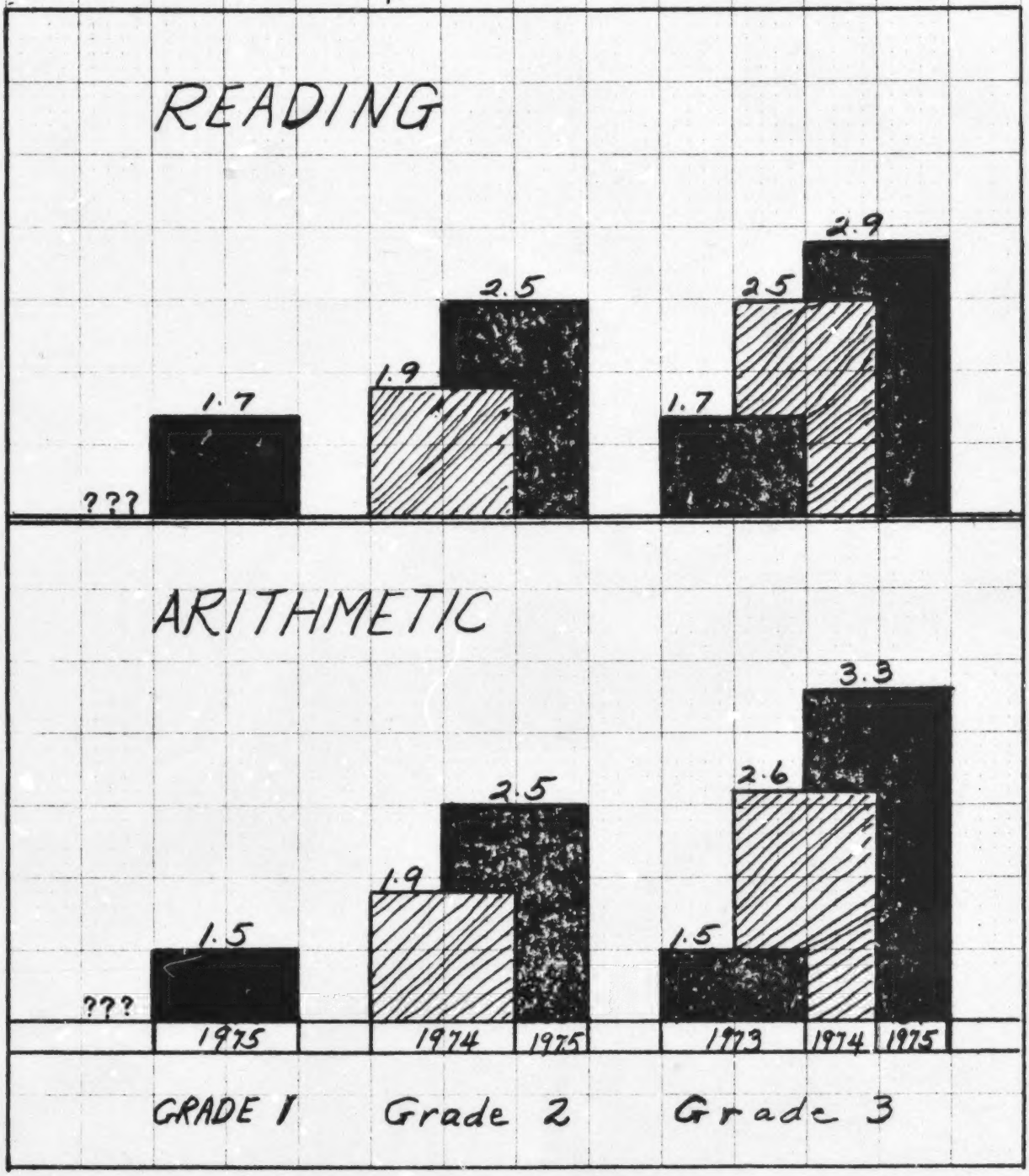


ACADEMIC GROWTH

METROPOLITAN ACHIEVEMENT TEST

Pre and Post Results

April 1975



Goldsboro City Schools
Academic Growth in Reading and Arithmetic
Grades 1 - 3
May 1975

GRADE ONE		
	Reading	Arithmetic
Test	Metro Pri. I	Metro Pri. I
Number	385	380
Norm	1.7	1.7
Date	4/75	4/75
90th %-tile	2.3	2.4
75th %-tile	2.0	2.0
50th %-tile	1.6	1.5
25th %-tile	1.4	1.3
10th %-tile	1.3	1.2
Mean	1.7	1.5

GRADE TWO						
	Reading			Arithmetic		
Test	Metro Pri. I	Metro Pri. II	Months Growth	Metro Pri. I	Metro Pri. II	Months Growth
Number	410	385		410	382	
Norm	1.7	2.7	10	1.7	2.7	10
Date	4/74	4/75		4/74	4/75	
90th %-tile	2.6	3.7	11	2.4	3.7	13
75th %-tile	2.2	3.0	8	2.0	3.0	10
50th %-tile	1.6	2.4	8	1.6	2.4	8
25th %-tile	1.4	2.0	6	1.4	2.0	6
10th %-tile	1.4	1.7	3	1.2	1.6	4
Mean	1.9	2.5	6	1.9	2.5	6

GRADE THREE							
	Reading				Arithmetic			
Test	Metro Pri. I	Metro Pri. II	Metro Elem.	Months Growth	Metro Pri. I	Metro Pri. II	Metro Elem.	Months Growth
Number	420	440	413		415	440	411	
Norm	2.0	2.7	3.7	17	2.0	2.7	3.7	17
Date	9/73	4/74	4/75		9/73	4/74	4/75	
90th %-tile	2.5	3.0	4.5	20	2.5	3.4	4.8	23
75th %-tile	2.0	2.6	3.5	15	2.0	2.8	3.8	18
50th %-tile	1.6	2.2	2.8	12	1.5	2.4	3.2	17
25th %-tile	1.4	2.0	2.3	9	1.3	2.2	2.6	13
10th %-tile	1.3	1.6	1.9	6	1.2	1.6	2.1	9
Mean	1.7	2.5	2.9	12	1.5	2.6	3.3	18

How about this!

Goldsboro City Schools
Academic Growth in Reading and Arithmetic
Grades 1 - 3
May 1975

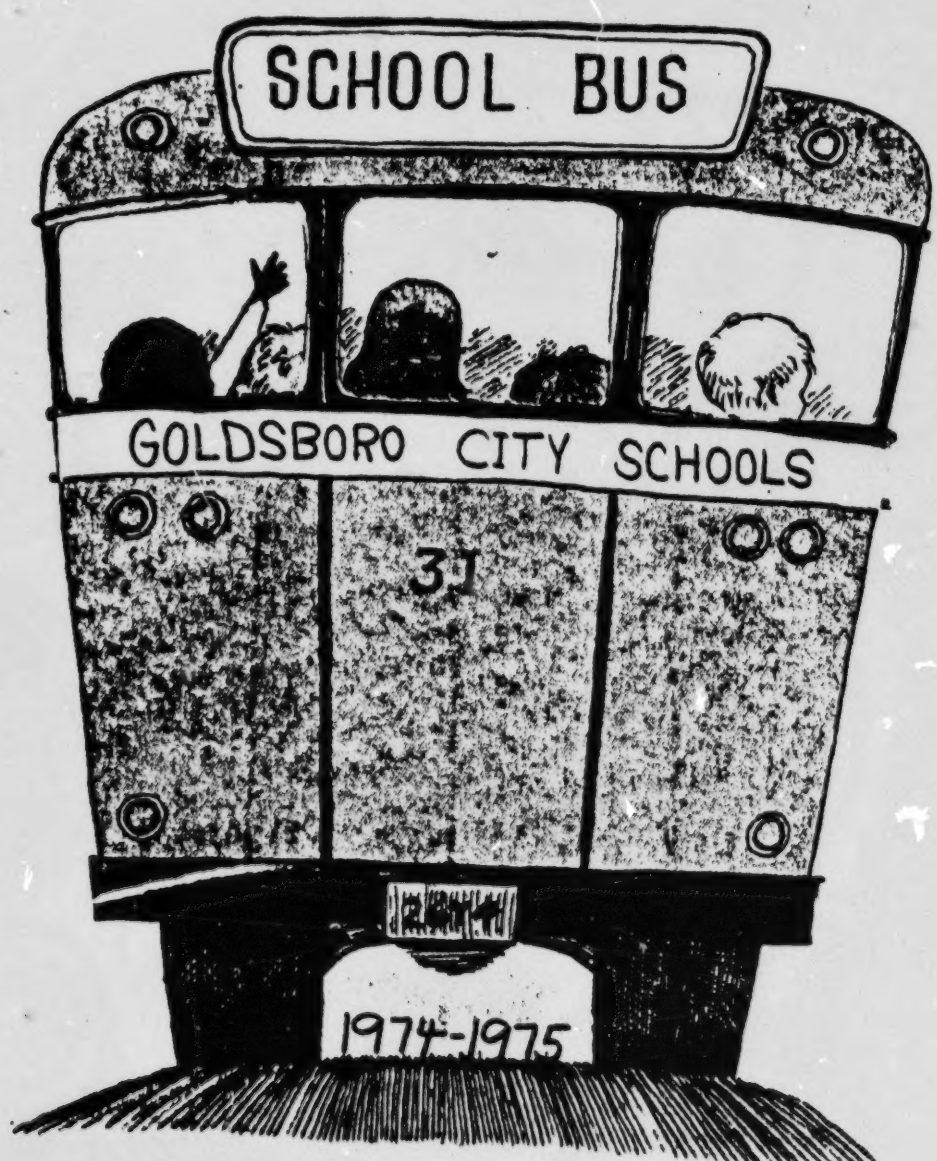
GRADE ONE		
	Reading	Arithmetic
Test	Metro Pri. I	Metro Pri. I
Number	385	380
Norm	1.7	1.7
Date	4/75	4/75
90th %-tile	2.3	2.4
75th %-tile	2.0	2.0
50th %-tile	1.6	1.5
25th %-tile	1.4	1.3
10th %-tile	1.3	1.2
Mean	1.7	1.5

GRADE TWO							
	Reading			Arithmetic			
Test	Metro Pri. I	Metro Pri. II 1970-71	Months Growth	Metro Pri. I	Metro Pri. II 1970-71	Months Growth	
Number	410	385		410	382		
Norm	1.7	2.7	10	1.7	2.7	10	
Date	4/74	4/75		4/74	4/75		
90th %-tile	2.6	3.7	11	2.4	3.7	13	
75th %-tile	2.2	3.0	8	2.0	3.0	10	
Median 50th %-tile	1.6	2.42.8	8	1.6	2.42.0	8	4 mos. higher
25th %-tile	1.4	2.0	6	1.4	2.0	6	
10th %-tile	1.4	1.7	3	1.2	1.6	4	
Mean	1.9	2.5	6	1.9	2.5	6	

GRADE THREE								
	Reading				Arithmetic			
Test	Metro Pri. I	Metro Pri. II	Metro Elem. 1971	Months Growth	Metro Pri. I	Metro Pri. II	Metro Elem. 1970-71	Months Growth
Number	420	440	413		415	440	411	
Norm	2.0	2.7	3.7	17	2.0	2.7	3.7	17
Date	9/73	4/74	4/75		9/73	4/74	4/75	
90th %-tile	2.5	3.0	4.5	20	2.5	3.4	4.8	23
75th %-tile	2.0	2.6	3.5	15	2.0	2.8	3.8	18
Median 50th %-tile	1.6	2.2	3.82.8	12	1.5	2.4	3.27.8	17 + 4
25th %-tile	1.4	2.0	2.3	9	1.3	2.2	2.6	13
10th %-tile	1.3	1.6	1.9	6	1.2	1.6	2.1	9
Mean	1.7	2.5	2.9	12	1.5	2.6	3.3	18

FOLLOW THROUGH

PROGRESS REPORT FOR OUR PARENTS



FROM THE FOLLOW THROUGH OFFICE

Everyone in the Follow Through Office has worked very hard this year in an effort to be of assistance to the schools in helping principals and teachers meet the social and learning needs of individual children. We feel that we have had a very productive year.

We have received verbal approval from Washington for full funding for the 1975-1976 school year. This means that we will continue Follow Through in grades one, two and three, and Kindergarten will be included for the first time. With this addition we have the opportunity to provide health services for our children one year earlier. Follow Through and the present Kindergarten Program share the same basic philosophies related to instruction and we are pleased to have Kindergarten a part of this program.

The continued support and involvement of parents in the Follow Through Program is the key element in the maintenance of the entire program. The successes of the program have come about through the combined efforts of parents and staff working together. We look forward to this continued relationship in the fall.

Have a happy, restful and safe vacation!

CHANGE IN FOLLOW THROUGH STAFF POSITIONS

Mrs. Nora Edwards has been named Assistant Director. Mrs. Joan Pilcher will assume the duties of Child Development Assistant. Mrs. Chris Campbell will become Bookkeeper and Mrs. Geraldine Rouse will become Secretary.

We are very sorry to loose Mrs. Judy Herberger from our staff. She has done an outstanding job this year. She will be moving to Ohio with her husband and three children. We wish her continued success in her new endeavors.

We are very pleased to have Mrs. Essie Horne join our staff as Parent Coordinator. Welcome Essie!

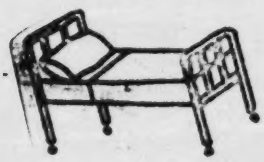
STAFF DEVELOPMENT

Scheduled monthly in-service training sessions have been held for both teachers and assistants in the Teacher Resource Center. In-service has centered around pre-reading and basic reading skills.

Pete Thoms and Natividad DeAnda from the Far West Laboratory helped conduct the summer workshop for teachers. The focus was on "Self-Concept" and the "One Day Assessment in the Classroom". Joanne Yinger, also from the laboratory, conducted an in-service training session on "Problem-Solving" in February.

Teachers have received two hours renewal credit for certification as a result of involvement in these training sessions. Assistants have received two hours credit on the salary scale. The assistants who are enrolled in the training program through East Carolina University have completed requirements for ten classes from September through May with a total of thirty-four quarter hours credit. Joan Pilcher has received a degree in Child Development and Family Relations.

Staff development for the school year 1975-1976 will continue to include expansion of the Teacher Resource Center and in-service training for all personnel in our program, based on need and interest. Two consultants, Joanne Yinger and Fran Lewis, from the Far West Laboratory will help with our summer workshop for teachers.



Social and Health Services

PLAY BALL! STRIKE ONE! IT'S A HIT! Your're out!

That is the way our 1974-75 school year has gone. We have had very few strikeouts, a lot of singles, doubles, triples, homerun hits and needless to say, occasionally we have been called out. However, that's the only way we know how to thrive. This year our accomplishments have exceeded those in all years past.

Social Services

Referrals Received	805
Ref. to Community Agencies	276
Referrals Completed	643
Home Visits (School Referrals)	182
Phone Calls (School Referrals)	109
Transportation (Medical, Dental, Community Agencies, School Referrals)	933
Clothing Purchased (Children)	158
Staff Workshops	4

Health Services

Cleaning and Fluoride	403
Follow-up Care	228
Medical Exams	346
Hematocrits	194
Sickle Cell Test	31
Tuberculin Tine Test	174
Urinalysis	291
Medical Emergencies	61
Eye Exams (Referrals)	37
Hearing Evaluations	10
Duke Trips (Medical)	14

Mrs. Ruth Lindsay, Jr. Social Worker
Mrs. Geraldine Rouse, Jr. Social Worker
Mrs. Nora O. Edwards, Social Worker
Mrs. Glennie Brown, Health Aide
Miss Carol Loftin, Health Aide

PSYCHOLOGICAL SERVICES

In working with the troubled child who is referred for psychological services we try to help him improve his self-concept and his ability to learn. Our work involves the child, his classroom teacher, and his parents. In meeting children's needs we call upon our total school and community resources. A special effort is made to involve parents in their child's school program and they are encouraged to use the Parent-Child Learning Center in checking out specific materials to help remediate problem areas interfering with their child's learning. To-date (5-30-75) one hundred and ten diagnostic evaluations have been completed. The evaluations have included psychological testing for analysis of perceptual and learning problems as well as intelligence testing. After evaluation a written report and a case conference with the classroom teacher have been used to give suggestions and materials for remediation of learning difficulties.

Statistics:

A.	Number of Referrals	137
B.	Number of Referrals Pending	23
C.	Professional Services Rendered	
1.	Number of Children Tested	110
2.	Number of Children Seen for Individual Therapy	64
	Group Therapy	10
3.	Number of Parent Conferences	84
4.	Number of Teacher Conferences	140
5.	Number of Children Referred to Wayne County Social Services Department or Mental Health Clinic	23
6.	Number of Children Referred to Follow Through Health and Social Services	26
7.	Number of Children Referred to Volunteers-In-Education Program	11
8.	Number of Parents Referred to Adult Growth and Parent Education Classes	15

VOLUNTEER COMMUNITY WORKER HELPS NORTH END RESIDENTS

Mrs. Lessie Smith, who became involved with the PAC six years ago when her great-grandson was in Follow Through, has in the time since then helped to enroll at least 200 people in Wayne Community College courses. Some of these people have graduated from the college and gotten good jobs as a result of the training they have received. Mrs. Smith has helped to enroll in electrical courses, secretarial courses, powder puff mechanics and sewing. Many of the women who have taken the sewing, which began as a Follow Through sponsored course, have begun sewing for the public. They have learned to make dresses, coats, hats and purses. "We make everything but shoes," Mrs. Smith laughs. At least 20 of the women who have taken the sewing course have bought their own machines now. Some are doing alterations for dry cleaners, etc. Some who didn't even know the first thing about sewing are now teaching their own daughters and daughters-in-law. As a result of gaining confidence in themselves, several women who have taken the sewing course have gone on to learn to read and to learn to drive a car. Mrs. Smith has gone from door to door to encourage her neighbors to attend these courses. She has provided transportation and encouragement, volunteering 20 to 30 hours a week of her own time. She spent over 1000 hours before she even began to see results. Follow Through salutes Mrs. Smith for her service to her community.

EDGEWOOD SCHOOL NEWS

Twenty-five kindergarten students, two hundred-twenty first graders, and two hundred-seven second graders enrolled at Edgewood School for the 1974 - 1975 school term.

The classrooms have been alive with activities which promoted physical, social, emotional, and mental growth, emphasized democratic living, encouraged creativity, and provided continuity and sequence in learning the fundamental subjects.

The children have entered into these learning experiences with interest and a high degree of enthusiasm.

Many good things have happened at Edgewood this year.

A modern complex was added to the school. This unit is well equipped to provide a wide range of practical experiences for children, in an open classroom environment with a four-teacher team.

Many parents have volunteered their services in the classrooms, the library, and the health room. They have also tutored on a one-to-one basis, assisted with programs, and helped chaperon children on fields trips and picnics.

Our PTA, under the leadership of the president, Mr. Jack Edwards, has been active and well attended. The PTA project for the year was a Bicentennial Celebration. The proceeds from this program will be used to purchase additional playground equipment.

The annual Pet Show, sponsored by Mrs. Willis and her second graders, was very successful. Many parents and visitors attended it.

On February 27, the TYP Professional Repertory Touring Company brought the Tarheel Tales Theatre to Edgewood. The plays were performed in-the-round with pupil involvement and participation. This performance stimulated the imagination and helped our students develop more appreciation of literature.

Art Club has been working effectively with Mrs. Nancy Thomson, the art teacher. Many students have developed better positive self-images as a result of their successes in these activities.

The art program has also provided very beautiful displays that are found throughout the school.

Our students enjoyed their first Play Day on last Friday. They culminated activities that have been taught by teachers, assistants, Mr. Ricks and the two practice teachers, Miss Jones and Miss Calverly of East Carolina University.

Students have been provided educational tours through the Follow Through Program. Places visited include museums and parks in Rocky Mount and Raleigh. Two classes became TV celebrities on the Uncle Paul Show in Raleigh.

School fun is nearing an end for this school term. Vacation fun is about to begin.

Happy vacation to everyone.

Z. A. Bozak, Prin.

WALNUT STREET SCHOOL

Many interesting things happened at Walnut Street School this year. This was a good year for the teachers and students there.

A student council was organized. It was busy all year with projects and learned alot in the process.

There were several first places won by our students. They won first place in a nutrition poster contest. And the first grade also won first place in a dental health contest.

We introduced the News Argus Visual Education Consultant Program in the Classroom. The headquarters for this program is in Madison, Wisconsin. Important news headlines are sent each week

The school closing play was a big production. Every child was involved in the program which included dances and songs. The program was held at Middle School North.

The faculty developed "Teacher Sharing" booklets. These are booklets with successful teaching ideas and techniques in reading, planning, math and social studies.

There are four additional workers at Walnut Street School this year. We are glad to have them.

EAST END SCHOOL

Varied activities were enjoyed this year by the third grade students at East End School. The Volunteers in Education, were a big help working with the children on a one-to-one basis, in small groups, and in activity periods.

A career awareness program was enjoyed by all the students. Parents and resource people from many different careers, including housewives, beauticians doctors and principals spoke to the children about what their careers involved.

Through the music department, each class put on a program for the students or for PTA. There was also a musical heritage program which featured a guitar and a violin. The children enjoyed seeing this.

In the Telephone Training Program, the tele-trainer was used in the classrooms. There was also a demonstration by a telephone lineman of pole climbing

The third grades took part in the dental hygiene program. There was also a workshop for Follow Through parents on grooming and hygiene held at East End School.

A safety program was presented by Sgt. Pressley and his trained dogs.

The students enjoyed field trips to Raleigh and Rocky Mount.

The whole school enjoyed and took an active part in Playday which was the final activity in our school year. We have had a good year and wish a happy vacation to all.

WILLIAM STREET SCHOOL NEWS

There have been many exciting things happening at William Street School this year. The year has been an interesting one for the students and staff as they shared their day to day work and the special programs and events which livened up the year.

The kindergarteners and first graders participated in activity programs known as "Happy Hour". These activities included such things as sewing, folk dancing, cooking, arts & crafts, amd getting to know a doctor.

The second graders took part in "Second Grade On Stage". These classes took turns presenting a program on stage each Friday. This gave some good experience in appearing before a group as well as the fun of watching each program.

There were many assemblies for the whole school. The band from Eastern Wayne High School was a favorite. A special experience came when the spring program involved putting on an operetta, "The Gingerbread Boy"; and a patriotic program. There were three safety programs by the police.

Career Awareness brought people from many career fields to the school. One group which came was hospital workers. Another group was the postal workers. This was followed by the operation of William Street School's own school post office.

In a Peer Tutor Program, fourth grade students served as tutors for kindergarten and first grade students. Both groups of children benefitted from this experience. There will also be a tutoring program, and a pre-screening program for next years's kindergarteners, open to William Street students this summer.

The children took many different kinds of field trips. Some of the places they visited included O'Berry Center, Cherry Hospital, stores and offices Downtown, a turkey farm, Ft. Macon, Rocky Mount, Seymour Johnson AFB to see the B-52s, and the Parent Child Learning Center.

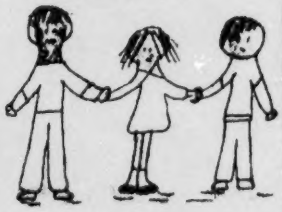
The school clubs met once a month. Some of those were the newspaper, science, savings club, garden, arts and crafts, and cooking.

There was a parent discussion group which was held for ten weeks. The parents also had a workshop to make stuffed animals. The teachers had a discussion group, too. Several of the staff took the AGAPE class in parent-child relations.

The Student Council met once a month. One of their projects was to make placecards for children in the hospital

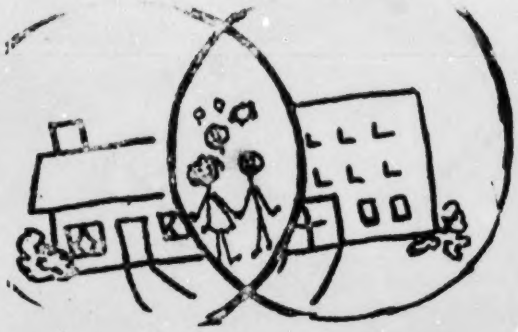
Happy Summer Vacation to Everyone!

POLICY ADVISORY COMMITTEE members have been busy this year with a number of trips and projects. The Goldsboro PAC served as hosts for the statewide PAC meeting which was held here in March. Representatives were here from the other three North Carolina Follow Through Projects: Cherokee, Durham, and Johnston County. The Long Range Planning Committee of our PAC is working on: plans for a handbook for each PAC member, plans for a Parent Room to be located in one of the schools, plans for involving more parents in the PAC next year. If you are interested in being a part of this group next year, call 736-2381. The PAC has worked with the Volunteers in Education this year, has sponsored trips to Durham County, Johnston County and Owensboro, Kentucky Follow Through Projects as well as sending 25 people to the State Follow Through Workshop in Durham last fall. The PAC has sponsored workshops for parents. These have included "Summer Activities for Children," "A More Attractive You," "Nutrition," "Sewing" and "Parent-Child Relations." These five workshops were attended by a total of 66 people. There were also 22 children from Edgewood who attended the Nutrition workshop and reported to their classrooms. In the fall, there was a Saturday Workshop on "Parent Involvement in Follow Through." This was attended by more than 100 parents and staff members. The PAC is looking forward to a good year under the leadership of Rev. Jesse Williams. The other officers are Rev. Burk Hill, Assistant Chairman; Savannah Garner, Secretary; and Annie Gerald, Assistant Secretary. We hope to have many more parents actively involved in PAC and in their children's education.



VOLUNTEERS IN EDUCATION have been very active this year and have been a great asset to the schools. More than 130 people have signed in on the volunteer lists at each school. Of these, forty have spent more than 10 hours in the schools during the year. Christian Cobb, Linda Allen, Chuck Allen, and Grace Worthington have worked well over 100 hours each, and Marylyn Eagleson has worked over 70 hours since she started in March (that is some time almost everyday). Some of our volunteers have ended up becoming employed by the school. The VIEs attended workshops and a Volunteer Appreciation Day. They have helped with one child at a time, with groups of children and with whole classrooms. Many volunteers have served as resource people and have helped with activity hour programs in the schools. More than 30 men from Seymour Johnson Airforce Base took part in the Big Brother Program at East End School. Several of the VIEs worked in more than one school. Many thanks from the schools to all the volunteers who gave so generously of their time and energy.

ADULT GROWTH AND PARENT EDUCATION classes were held all year. This year there were 8 classes taught in Goldsboro. These were attended by 122 people. Several Goldsboro people have taken classes which have been offered in nearby communities, also. Next fall this class in parent child relations will be taught on Wednesday nights at Seymour Johnson AFB - open to anyone in Goldsboro, and one morning a week, probably Tuesday, in a church on South Slocumb Street. There will also be a new course on Couple Communication taught on Tuesday nights at the First Presbyterian Church on E. Ash Street. This is open to any couple who wants to improve the communication between them. These are all Wayne Community College Courses. They are either 8 or 10 weeks long; each class lasts for three hours; and the registration is $2. For further information or to preregister for next fall, call 736-2381.

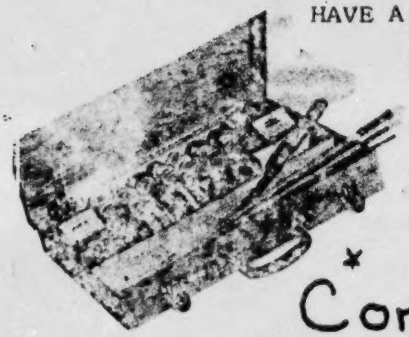


Idea booklets with instructions for crafts for children to do this summer are available FREE at the Parent-Child Learning Center until June 6

PARENT-CHILD LEARNING CENTER

We are now drawing things to a close after a very successful year. We want to thank you, the parents, teachers and children, for your support his year. We have checked out 2,748 activities to the parents of 321 children. We will be closing on June 10, 1975 for the summer, but will re-open next year. If you still have activities checked out please return them before the closing date. If you need transportation or someone to pick them up please call 734-7582 and we will be glad to assist you. Thanks again for a good year.

HAVE A HAPPY SUMMER! SEE YOU IN THE FALL!



Coming Events - plan to attend

* CREATIVE ACTIVITIES FOR PRE-SCHOOL CHILDREN is a Wayne Community College class which will be offered this summer for parents and for attendants at local nurseries. The charge is $2 for WCC registration. For more information on the time and place of the class call Wayne Community College 735-5151.

* SUMMER PROGRAMS IN ART AND RECREATION Information available from the Art Center 736-3335

Free programs from Department of Parks and Recreation and from the Community Arts Council include: puppets, band and music, children's theater, supervised arts& crafts programs on five playgrounds around the city, 2 week art classes which will meet everyday for two weeks in several different school buildings.

Art classes at the Art Center (Lionel Street near Piggly Wiggly) for which there is a $12 charge include: pre-school art, primary art, stitchery (ages 8 & older), and for ages 10 and older classes in drawing, oil painting, and pottery. These classes meet once a week for 3 hours for 10 weeks.

They also have the information on the Summer Festivals which will be held in Goldsboro, and other Wayne County communities.

Parent-Child Learning Center

sponsored by

Follow Through

Policy Advisory Committee

The Parent-Child Learning Center, developed by the Policy Advisory Committee, is a unique library of educational activities and books. The Center is staffed by an educationist who fills prescriptions which are written by the teachers.

A teacher writes a prescription according to the needs and interests of the child.

The child's parent brings the prescription to the Center and the educationist fills it with the prescribed activity.

The educationist explains and role-plays the activity with the parent.

The child may be involved also.

The parent takes the activity home to work with the child for a week. A book may be taken home along with each activity.

These are returned to the Center and another prescription may be filled.

Parent Comments:

"I've noticed a definite improvement in her handwriting."

"There was a big difference in her reading last night."

"The whole family thoroughly enjoyed using it."

Parents can find answers to many questions from the Parent Resource area.

Goldsboro City Schools

Dr. James A. Buie, Superintendent